



## Pastoral and Academic Care Policy

Policy Classification		
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Policy Audience: Public Domain	Review Dates: November 2016 March 2020	Next Review Date: 2023
<b>Policy Approval:</b> This Policy was approved by the Board in June 2020		
This Policy supersedes all previous policies relating to matters herein.		
This policy is in accord with the Safeguarding Standards of Catholic Professional Standards Ltd which align with the National Principles of Child Safe Organizations.		

## 1.0 Rationale

- 1.1 School-based pastoral and academic care refers to the total care of the individual. At Oakhill College pastoral and academic care practices are based on Catholic values and a belief in the uniqueness of each individual.

*“So God created humankind in his image, in the image of God He created them; male and female He created them.”  
(Genesis 1:27).*

- 1.2 The pastoral and academic care and development of students in a Lasallian school are directed by a perception of students as being, in De La Salle’s terms, “disciples”. At the heart of the Lasallian School is a deep regard for the inherent dignity of each member of the school community, especially the students and the teacher-student relationship which is expressed in terms of sisterhood/brotherhood; this underpins behaviour of being respectful to each person and their circumstance.

## 2.0 Guiding Principles

- 2.1 At Oakhill College the pastoral and academic care philosophy is expressed through the five Lasallian guiding principles of Lasallian education and philosophy:

- 2.1.1 God as our focus – seeing things through the eyes of faith, the divine (the other);
- 2.1.2 Being brothers and sisters to each other - the Lasallian spirit of brotherhood and sisterhood will underpin all our actions;
- 2.1.3 Being honest - not lying or cheating or being deceitful;
- 2.1.4 Being respectful of self, others and property - these are gifts and are sacred;
- 2.1.5 Pursuing excellence and aspiring to greatness - achievement is valued.

- 2.2 All members of the school community are expected to treat each other with respect, dignity and compassion in accordance with these principles. We aim to develop happy, confident young people who believe in their self-worth and are able to reach their potential through positive experiences and interactions with others. A wide range of curricular and co-curricular opportunities are offered to nurture the talents and gifts of all students. In particular, we strive to foster in each of our students:

- a) the realisation of their potential;
- b) the improvement of their character;
- c) a sense of personal well-being;
- d) a commitment to the truth.

- 2.3 Students develop when the school and families are working together with common purpose and values. In keeping with the principles of Lasallian education, Oakhill College encourages a strong connection to faith, service and community.

- 2.4 The pastoral and academic care of students is the responsibility of all members of staff. Through positive adult role modelling and restorative management practices we challenge students to live with courage and integrity, as exemplified by St John Baptists De La Salle, founder of the institute of the Brothers of the Christian Schools.

*“Have as great a care and love for the children entrusted to you as Saint Joseph had for the Child Jesus. You have been commissioned by God to look after these children just as Saint Joseph did with the Child” (St JBDLS)*

- 2.5 In the implementation of this Pastoral and Academic Care Policy and student management practices, it is essential that all staff be consistent, persistent, committed to the process and firmly insist upon its application in the classroom, yard, and on excursions and other off-site activities.

- 2.6 A teacher’s response to unacceptable behaviour is crucial to the effective operation of the school. The immediate aim of the teacher’s response is to make the student aware of his/her irresponsibility and allow him/her to reflect on the consequences of his/her choices. The long-term aim is the development of a more self-disciplined person.

### 3.0 Policy

#### 3.1 Theoretical Foundations

The theoretical underpinnings of the Pastoral and Academic Care Policy and student management practices are as follows:

- a) Principles of Lasallian Education
- b) Restorative Justice Principles
- c) The Australian Student Wellbeing Framework (ASWF)

#### 3.2 Academic Care

Academic care is an important aspect of pastoral care. At Oakhill College we believe that the best form of pastoral care is good teaching. Effective pastoral care begins in the classroom. Research shows that a student's sense of belonging is related to higher achievement and ownership of their learning. Engagement and affiliation at school reduces student risk taking behaviours and increases self-efficacy. It is the teacher's responsibility to attend to the social, emotional and cognitive dimensions of their students' learning.

Teachers are encouraged to apply the following practices that develop student wellbeing in the classroom:

- 3.2.1 differentiate curriculum – apply Bloom's taxonomy and/or Gardiner's multiple intelligences;
- 3.2.2 provide opportunities for choice and decision making;
- 3.2.3 plan student-directed learning activities;
- 3.2.4 engage students with technology;
- 3.2.5 provide active and challenging learning activities;
- 3.2.6 provide opportunities for social interaction – structured group work with clear goals and accountabilities;
- 3.2.7 emphasis mastery of learning rather than performance in assessments;
- 3.2.8 provide opportunities for students to demonstrate their learning and show evidence of improvement;
- 3.2.9 give regular feedback at group and individual levels;
- 3.2.10 acknowledge student effort, application and achievement by issuing positive diary notes and merit slips.

#### 3.3 The Pastoral Care

Pastoral Care is coordinated through the Assistant Principal Pastoral Care and the Pastoral Care Committee. The Pastoral Care Committee is chaired by the Assistant Principal - Pastoral Care and is the key body responsible for the delivery of pastoral care in the College. It comprises the following members:

- a) Assistant Principal - Pastoral Care (Chair);
- b) Heads of School;
- c) Deans;
- d) Academic Head of Learning Support;
- e) Head of Counselling

The committee meets weekly and is responsible for developing student welfare programs, policies management and procedures in accordance with the College's Strategic Plan. Recommendations are referred from this committee to the Senior Leadership Team. The meeting structures provide effective communication links between the Tutor Teams and the College Senior Leadership team (SLT). The Pastoral Care Committee is supported by the work of the Student Welfare Committee, which comprises the Director of Student Learning, Heads of School, College Nurse, Registrar, Head of Counselling, Head of Learning Support and the Assistant Principal Pastoral Care.

#### 3.4 The House System

3.4.1 Pastoral (and Academic) Care at Oakhill operates within a six House system. On entry at Year 7 boys are allocated to a House and grouped in vertical tutor groups from Years 10 to 12. Likewise, the girls are placed into a House group for tutor groups from their commencement in Year 11. While still associated with their House group for sporting carnivals and other whole school activities, Years 7 to 9 boys are organised into horizontal tutor groups to facilitate a smooth transition from primary school to high school.

3.4.2 One House is named after Saint John Baptist De La Salle himself and each of the other five Houses are named to commemorate significant De La Salle Brothers.

- a) Benildus (gold) - Saint Brother Benildus Romancon (1805-1862). Feast Day 13th August
- b) La Salle (red) - Founder of the De La Salle Brothers. Feast Day. Feast Day 15 May.
- c) Miguel (purple) - Saint Brother Miguel Febres Cordero (1854-1910). Feast Day 9 February.
- d) Mutien (green) - Saint Brother Mutien-Marie Wiaux (1841-1917). Feast Day 30th January.
- e) Solomon (light blue) - Blessed Solomon LeClerc (1745-1792). Feast Day 2nd September.
- f) Turon (dark blue) - eight Brothers and one Passionist priest martyred 1934. Feast day 9th October.

3.4.3 The Deans have primary responsibility for the pastoral and welfare matters concerning students within their House or Year group. They are supported by the Head of Junior School in Years 7-9 and the Head of Senior School in Years 10-12 and the Academic Heads.

### 3.5 Student Record Keeping

All student records are maintained on the Oakhill College database. The database is updated regularly and contains information about student welfare, contact information, conduct records, attributes and achievements. It is the responsibility of the Deans and Heads of School to ensure that accurate records are maintained for each student in their care.

### 3.6 The Tutor Team

3.6.1 All teachers are expected to be involved in a Tutor Team under the leadership of a Dean. It is the responsibility of the Tutor Teacher to:

- a) be punctual to tutor group;
- b) move students into tutor groups promptly and check their uniform and grooming as they enter the room;
- c) start with a prayer or blessing or reflection – see daily notices for support;
- d) mark the roll – each student's name should be called out so that they can respond aloud;
- e) check and record student's absence notes;
- f) read out the relevant daily notices; ensure that students are seated and attentive while notices are read;
- g) check and sign each student's diary weekly; the longer tutor time is in place for this purpose. This may also be done on a large scale during a House meeting periods;
- h) keep students accountable for their tidy grooming and correct wearing of the College uniform. Students out of uniform should be issued a demerit in the first instance or sent to see their Dean;
- i) encourage interaction between students of different Year groups in the House system;
- j) nurture a supportive and caring environment in the tutor group; be responsive to the needs of the students;
- k) take an interest and monitor each student's learning and extra-curricular pursuits;
- l) participate in fundraising and House spirit building activities;
- m) refer any pastoral concerns promptly to the Dean.

3.6.2 The Tutor Group Pastoral Program responsibilities are:

- a) Tutor Teachers run Pastoral Conversations which are recorded in the College database;
- b) Deans run House/Year Pastoral Programs;
- c) Heads of House oversee cohort meetings in relation to events or issues.

### 3.7 Student Management

3.7.1 At Oakhill College the Student Management Policy is grounded in the philosophy of Lasallian pastoral and academic care whereby all members of the school community:

- a) are treated with dignity;
- b) feel safe and secure;
- c) are free to be involved in the teaching and learning process, unhindered by anti-social behaviour;
- d) are acknowledged their rights, but are also aware of their responsibilities to themselves and others;
- e) are aware of the procedures that will be followed in managing inappropriate behaviour;
- f) are assured that teachers will be fair and consistent in matters of discipline;
- g) know that students have been made aware of the consequences of their actions; and
- h) the teacher's response to unacceptable behaviour is crucial to the effective operation of the school.

### 3.7.2 Key Components of the Student Management Policy

- 3.7.2.1 Teachers are responsible for the management of their own classroom discipline. This includes the management of detentions and keeping student records in keeping with College policy.
- 3.7.2.2 Discipline includes the management of student uniform and grooming.
- 3.7.2.3 All teachers have a shared responsibility for maintaining student discipline in non-classroom situations.
- 3.7.2.4 Tutor teachers have a particular responsibility for following up the use of the Student Diary and student attendance.
- 3.7.2.5 Classroom Teachers, Deans and Heads of School should communicate matters of student discipline to parents as required.
- 3.7.2.6 Deans and Heads of School support the efforts of teachers and communicate matters of student discipline to parents.
- 3.7.2.7 Student management issues should be handled on an individual basis where possible to preserve students' dignity.
- 3.7.2.8 Issues concerning individual student attendance, welfare, academic progress and discipline are to be referred to the relevant Dean.
- 3.7.2.9 Matters of a serious disciplinary nature or welfare issues concerning students across a range of Houses are to be referred directly to a relevant Head of School.
- 3.7.2.10 Corporal punishment is not permitted at any time.

### 3.7.3 Suggestions for Managing Students who are Disrupting the Learning Environment.

- 3.7.3.1 All students have the right to meaningful learning experiences without distraction from others.
- 3.7.3.2 Appropriate teacher strategies to address disruptive students in class:
  - a) ensure the class have work;
  - b) isolate the problem student from the learning activity;
  - c) speak with the problem student one on one – preserve the dignity of the student;
  - d) identify and articulate the specific behavioural problem;
  - e) restate the class rules for expected behaviour;
  - f) isolate and separate problem students so that they work alone or apart;
  - g) provide the problem student with a suitable alternative written activity;
  - h) have the problem student reflect upon class/diary rules and expectations;
  - i) if necessary, have the problem student move their desk against the front wall of the classroom for a designated period of time;
  - j) write a diary comment to the student's parents;
  - k) see the problem student again at the end of the lesson and set clear expectations for the next lesson;
  - l) use the sequence of 7 Restorative Justice questions (see next page) to focus on the inappropriate behaviours;

- m) refer to the Oakhill College Guiding Principles (Student diary) when addressing inappropriate behaviours;
- n) follow the Student Management Pathway as outlined in the Staff Handbook.

#### 3.7.3.3 Suggested activities for students on Lunch detention (half-lunch only):

- a) complete any unfinished class work or homework;
- b) reflect upon class rules – list ways to improve their conduct and application in class;
- c) complete a safe manual task relevant to the class operation – wiping science lab benches, sorting sports equipment, cleaning tools, stacking books, cleaning paint brushes etc.

#### 3.7.3.4 Other Classroom Management Tips:

- a) ensure the students enter your room properly attired and in an orderly fashion;
- b) often short and immediate management responses are the best for stopping and deterring unwanted conduct;
- c) be proactive and create a set of class rules and expectations to be given to each student to paste in their exercise book;
- d) move around the classroom while students are working – proximity is a valuable teacher strategy to ensure students remain on task;
- e) use subtle eye contact and hand gestures to acknowledge students who are drifting off task while you are teaching;
- f) do not allow students to speak while you are answering questions, giving directions or explaining concepts;
- g) consult with other teachers in your faculty to share effective management strategies.

#### 3.7.3.5 Restorative Justice Principles:

- a) Focus on the relationship and how people are affected;
- b) Restore damaged relationships;
- c) Talk about the behaviour without blaming or becoming personal;
- d) See mistakes and misbehaviour as an opportunity for learning;
- e) Accept that sometimes we cannot get to the ultimate truth;
- f) Be future-focused and talk about how to make things right;

#### 3.7.3.6 Recommended affective questions for addressing general student misconduct:

- a) What happened?
- b) How did it happen?
- c) How did you act in this situation?
- d) Who do you think was affected?
- e) How were you affected?
- f) What needs to happen to make things right?
- g) If the same situation presents again, how could you behave differently?

#### 3.7.3.7 Typical examples of classroom misconduct:

- a) late to class;
- b) not bringing necessary books and resources to class;
- c) not completing homework;
- d) not following teacher directions – talking during quiet work, off task;
- e) disrespectful behaviour – talking out of turn, calling out;
- f) disrupting the learning of others.

Note: Students should not be asked to sit outside classrooms as a behaviour management strategy.

### 3.7.4 Student Management Systems – Student Detentions.

#### 3.7.4.1 Teachers' Lunchtime Detention

The Classroom Teacher is responsible for:

- a) organising detention day/time;
- b) entering the lunch detention in the College database;
- c) supervising the student during the detention;
- d) ensuring detention activities are suitable (rights and responsibilities related activities etc...).
- e) ensure remediation has a clear link to the misconduct.

#### 3.7.4.2 Teachers' Wednesday Afternoon Detention

The Classroom Teacher is responsible for:

- a) entering the detention in the College database;
- b) issuing student with paper detention slip;
- c) instructing student to return detention slip signed on the Wednesday to APPC or Head of School;
- d) APPC and a Head of School supervise Wednesday detentions;
- e) complete the restorative conversation after the Wednesday detention and return restorative sheet to APPC;
- f) ensuring detention activities are suitable.

The Dean is responsible for:

- a) follow-up with student and parents if the behaviour is part of a wider pattern;
- b) may place student on a weekly monitoring process;
- c) follow up student who has not attended afternoon detention.

#### 3.7.4.3 Saturday Detention – only issued by Dean, Heads of School or APPC

The Dean or Head of School is responsible for:

- a) entering the Saturday detention in the College database;
- b) issuing student with paper detention slip;
- c) making contact with parent/guardian
- d) instructing student to return detention slip signed on the Saturday to APPC or
- e) Head of School, wearing school uniform, bringing College diary and pen;
- f) APPC or Head of School supervise Saturday detentions and ensure Restorative
- g) Sheet is completed;
- h) follow up student who has not attended Saturday detention.

### 3.8 The Level System

3.8.1 The student pastoral care program focuses on recognising and rewarding achievement, effort and excellence and ensures all students have an equal opportunity to develop to their full potential. The aim of the program is to assist students in looking after themselves, each other and their school. It is hoped that through actively engaging with the Level System students will develop a sense of belonging in their school community, which will in turn nurture in them a positive self-image and identity. The College's Rights and Responsibilities document is closely aligned with this program.

3.8.2 It should be the goal of every student to advance their way through the Levels. They are encouraged to discuss their ongoing Level promotion with their respective Deans. The Level System recognises a number of areas in which students may contribute to College life, including:

- academic achievement;
- application to studies (effort);
- student leadership;
- Lasallian Youth Leader;
- community service;
- school service – House-based initiatives, sport days, Open Day, fundraising;
- contribution to Performing Arts: drama, music;
- exemplary attendance: classes, carnivals;
- sporting representation and assisting with coaching of teams;
- extra-curricular representative: chess, debating, public speaking, etc.



- 3.8.3 Students who continually contravene College rules will move down through Levels until such time that their behavioural issues are rectified.
- 3.8.4 Those who are experiencing discipline problems will be provided as much support and guidance as is necessary to help them overcome their challenges and take control of their behaviour. The supporting *Student Safe School Rules* document, found in *the Student Diary*, clearly outlines expectations for student conduct. Parents will be informed about any problems at school and asked to support and assist the College in solving them. Students will be promoted through Levels as they show they are able to be positive and responsible members of the school community.
- 3.8.5 The Junior Level System is designed to recognise and reward the achievements of students in Years 7-9. A student should aim to advance by one Level each year. The Junior Level System consists of seven Levels.
- 3.8.6 The Senior Level System is designed to recognise and reward the achievements of students in Years 10 to 12. The Senior Level System consists of six Levels.
- 3.8.7 The details of the Level system are outlined in the Student Diary and are known to all students and parents.
- 3.8.8 A student at the lowest Level who continues to demonstrate unacceptable standards of conduct will be referred to the Principal. The Principal may decide that the student's enrolment will be terminated.

Note: A student may be suspended from school at any time in accordance with the *Oakhill College Suspension and Exclusion Policy*.

### 3.9 Extra-Curricular Opportunities

Students are encouraged to participate in the wide range of extra-curricular activities on offer to optimize their Oakhill experience and to nurture their growth and development. Participation in such activities fosters a greater sense of belonging in the school community; a factor so important to a young person's holistic development.

Here is a list of some extra-curricular activities (in addition to the sporting program) available to students:

- a) Agriculture Show team;
- b) Chess Club;
- c) Public Speaking and Debating;
- d) Drama – School Musicals and Plays;
- e) Duke of Edinburgh Award – bronze, silver and gold;
- f) Faith in Action – Liturgical ministry, community service;
- g) Music – various bands, choirs and instrument ensembles;
- h) Leadership – SRC, House leadership opportunities;
- i) Tournament of the Minds;
- j) Enrichment classes – Math's, English and History.

## 4 Policy Review

The Pastoral Care Policy is reviewed every two years.

## 5 Supporting Documents, Procedures and Guidelines

### 5.1 External Supporting Documents

#### 5.1.1 Australian Student Wellbeing Framework



### 5.1.2 National Framework for Values Education in Australian Schools

## 5.2 Internal Supporting Documents

- 5.2.1 Vision Statement
- 5.2.2 Mobile Phone Policy
- 5.2.3 Rights and Responsibilities document
- 5.2.4 Student Management Policy
- 5.2.5 List of School Awards
- 5.2.6 Student Level System
- 5.2.7 Student Cybersafety Agreement
- 5.2.8 Attendance Policy
- 5.2.9 ICT Acceptable Use
- 5.2.10 Enrolment Policy
- 5.2.11 Student Driving policy
- 5.2.12 Suspension and Expulsion Policy
- 5.2.13 Bullying and Harassment Policy